apprenticeship
FRAMEWORK

Higher Apprenticeship in Human Resource Management - Level 5 (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 22 AUGUST 2017

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies **both** to new Apprenticeship starts from 22 August 2017 **and** all Apprenticeships commenced before and not completed by 22 August 2017.

For more details of the changes please read the following preface page to the framework document.

Latest framework version?

Please use this link to see if this is the latest issued version of this framework:

afo.sscalliance.org/frameworkslibrary/index.cfm?id=FR02609

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Apprenticeships

CHANGES TO THE ENGLISH AND MATHS REGULAR MINIMUM REQUIREMENTS FOR APPRENTICESHIP STARTS FROM 22 AUGUST 2017 AND APPRENTICESHIPS REMAINING INCOMPLETE ON 22 AUGUST 2017.

Modifications to SASE came into effect on 22 August 2017. Accordingly, SASE publication DFE-00167-2017 applies both to new Apprenticeship starts from 22 August 2017 and all Apprenticeships commenced before and not completed by 22 August 2017.

The modifications allow for an exemption to the English and Maths regular minimum requirements for people with Special Educational Needs, Learning Difficulties or Disabilities. This means that adjusting the minimum requirements to Entry Level 3 in English and Maths can be considered by the provider, on an individual and case-by-case basis, where **all of the conditions** of the updated SASE section 18 (Intermediate level) or section 37 (Advanced level) for have been satisfied and can be evidenced.

Full details relating to the exceptions eligibility criteria are contained in:

Sections 15-23 of SASE for Intermediate Level Apprenticeships
Sections 34-42 of SASE for Advanced Level Apprenticeships

When applying this exemption, providers must **STILL** consider how to enable the Apprentice to access further literacy and numeracy development – including Level 1 and Level 2 courses – as part of their overall training provision.

The modifications to SASE have also extended the list of qualifications that meet the minimum English requirements to allow for a British Sign Language (BSL) qualification, at the appropriate level, to be accepted as an alternative to a qualification in English, where **BSL is the primary language of the Apprentice**.

Full details relating to BSL acceptance are contained in:

Section 5(f) of SASE for Intermediate Level Apprenticeships
Section 28(f) of SASE for Advanced Level Apprenticeships

Furthermore, the SASE modifications have further extended the list of qualifications that meet the minimum English and Maths requirements to allow for the acceptance of a range of UK-wide qualifications, as an alternative to qualifications gained in England.

Full details relating to the list of acceptable qualifications are contained in:

Sections 5(g-j) and 6(f-i) of SASE for Intermediate Level Apprenticeships
Sections 28(g-j) and 29(f-i) of SASE for Advanced Level Apprenticeships

The modifications include reference to the new numerical grades in the reformed GCSE system and the **minimum** grade requirements. A grade 4 (new grading) will be considered equivalent to a grade C (old grading). A grade 2 (new grading) will be considered equivalent to a Grade E (old grading).

Full details relating to the numerically graded GCSEs are contained in:

Sections 5 and 6 of SASE for Intermediate Level Apprenticeships
Sections 28 and 29 of SASE for Advanced Level Apprenticeships

Please note that some frameworks may have English and Maths grade/level requirements that are **above** the SASE **regular** minimum requirements. The exceptions relating to the use of British Sign Language or Entry Level 3 qualifications, detailed above, **do not apply** to **industry-specific** minimum entry requirements. Please check specific framework documents to ascertain where this is the case and/or check directly with the Issuing Authority responsible for the framework.

The updated version of SASE, and guidance documents, can be accessed here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630068/Specification_of_Apprenticeship_Standards_for_England_.pdf

Higher Apprenticeship in Human Resource Management - Level 5 (England)

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Framework summary

Higher Apprenticeship in Human Resource Management - Level 5

Higher Apprenticeship in Human Resource Management

This framework includes information on Personal Learning and Thinking Skills

Pathways for this framework at level 5 include:

Pathway 1: Human Resource Management

Competence qualifications available to this pathway:

N/A

Knowledge qualifications available to this pathway:

N/A

Combined qualifications available to this pathway:

B1 - B1 – CIPD Level 5 Diploma in Applied Human Resources (QCF)

This pathway also contains information on:

- Employee rights and responsibilities
- Functional skills

Framework information

Information on the Issuing Authority for this framework:

Skills CFA

The Apprenticeship sector for occupations in business and administration, customer service, enterprise and business support, human resources and recruitment, industrial relations, leadership and management, marketing and sales (also includes contact centres and third sector).

Issue number: 6	**This framework includes:**
Framework ID: FR02609	Level 5
Date this framework is to be reviewed by: 31/08/2015	This framework is for use in: **England**

Short description

The Higher Apprenticeship in Human Resource Management is designed to develop high-performing Human Resources (HR) professionals who understand how to use HR practices to meet organisational needs and add value to the business.

It will help employers attract bright individuals who want to develop a career in a business-related profession. Upon completion, Level 5 higher apprentices will be eligible for Associate Membership of the Chartered Institute of Personnel and Development (CIPD).

This apprenticeship is suitable for a variety of HR roles, including HR Executive, HR Officer, Assistant HR Manager, and Assistant HR Advisor.

Contact information

Proposer of this framework

This apprenticeship has been proposed and developed by Skills CFA in collaboration with the Chartered Institute of Personnel and Development (CIPD). Employers, training providers, colleges and awarding organisations have also fed into the development of the apprenticeship and the qualification. Employer input was gathered via a series of telephone interviews, face-to-face interviews and online consultations, which collected the views of a wide range of individuals and organisations, including BT and GlaxoSmithKline.

Developer of this framework

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Revising a framework

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Why this framework is being revised

This framework was revised by Skills CFA in March 2014 in order to make minor amendments.

A more extensive framework update took place in January 2014, to ensure compliance with the latest version of the Specification of Apprenticeship Standards for England (SASE) released in March 2013.

The fundamental change with this latest framework update involved the temporary removal of the Level 7 Higher Apprenticeship pathway, which requires further supporting documentation before approval can be granted.

Summary of changes made to this framework

This framework was revised by Skills CFA in March 2014 in order to:

- amend text relating to framework age restrictions
- include information about the certification process
- remove the Level 7 Higher Apprenticeship pathway.

Qualifications removed

The following qualification has been removed:

- CIPD Level 7 Advanced Diploma in Human Resource Management.

Qualifications added

N/A

Qualifications that have been extended

N/A

Purpose of this framework

Summary of the purpose of the framework

Defining Apprenticeships

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.

All apprentices commencing their Apprenticeship must have an **Apprenticeship Agreement** between the employer and the apprentice. This can be used to reinforce the understanding of the requirements of the Apprenticeship.

On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

HR Profession

The Office for National Statistics' (ONS) Labour Market Statistics show that, in the second quarter of 2012, there were just under 300,000 HR professionals in the UK. Developing high-performing HR professionals who understand both the needs of their organisation and how to effectively use HR practices to meet these needs, is critical to enabling organisations to grow in a sustainable way.

In the current economic climate, HR professionals are being required to perform to a high standard to ensure that resources are managed as efficiently as possible, that staff are retained and released where appropriate, and that policies are adhered to. It is therefore important that current and future HR professionals are equipped with the right skills to remain competitive in the international workplace.

Typically, new entrants to the profession study a HR qualification. Whilst this gives them a good grounding in HR, feedback from employers has highlighted that more needs to be done to help learners apply what they have learnt within their own organisation, so that they can more quickly become effective practioners. More support is particularly needed for those working in SMEs, or in larger organisations where there are no formal HR development programmes.

HR Management Apprenticeship

This apprenticeship framework has been developed to address the issues highlighted above, and support learners in becoming effective practitioners. The framework offers employers an innovative, cost-effective way of developing HR capability within their organisations. By combining on and off-the-job learning, those undertaking a HR apprenticeship will develop insights into their organisation's business challenges and capability needs, and will therefore be more effective in applying their HR knowledge to support their organisation's goals.

The Level 5 Higher Apprenticeship in HR Management is aimed at those working in HR Officer or Assistant HR Manager roles. It will help employers to attract bright individuals who may not want to go to university but want to develop a career in a business-related profession. The apprenticeship will also support the development of higher-level skills among existing HR staff, thus enabling HR functions to concentrate more on transformational HR activities that add greater value and support the needs of their organisation.

The Level 5 Higher Apprenticeship in HR Management offers a new route to Associate Membership of the Chartered Institute of Personnel and Development (CIPD), thus further supporting the Government's agenda of opening up access to the professions.

Aims and objectives of this framework (England)

This framework has been developed to provide employers of all sizes and across all sectors in England with a high-quality, nationally-recognised programme which will attract new talent into HR management and up-skill the existing workforce to make businesses more productive, efficient and profitable.

The objectives of this framework are to:

• build a competent HR workforce, providing organisations of all sizes across all sectors with the staff needed to increase productivity and efficiency
• tap into the skills and talents of a diverse population by providing flexible entry routes into a career in HR
• equip individuals with the skills, knowledge and experience needed to undertake HR roles in a range of business settings
• provide apprentices with an opportunity to develop the skills, knowledge and experience they need to progress onto further and higher education, if they wish to do so.

Entry conditions for this framework

The HR Management apprenticeship framework is open to those who have no prior HR experience as well as those who are working in HR.

A HR apprentice will need good levels of numeracy and literacy, as well as a strong interest in what makes businesses successful, and how to get the best out of people. Good analytical skills and the ability to work with colleagues to earn their trust and respect are also important. The CIPD has identified eight key behaviours necessary for success in HR. These are:

- curiosity
- decisive thinker
- skilled influencer
- driven to deliver
- collaborative
- courage to challenge
- role model
- personally credible.

See CIPD's website for more details (http://www.cipd.co.uk /cipd-hr-profession/profession-map/).

Processes for recruiting HR apprentices should ensure they assess an applicant's aptitude for working in HR as well as their educational achievements.

Initial assessment must be used to ensure apprentices can gain recognition for relevant prior learning and achievement. The process should also identify any additional support or reasonable adjustments that may be required to enable an apprentice to have a fair opportunity to demonstrate their ability.

Level 5

Title for this framework at level 5

Higher Apprenticeship in Human Resource Management

Pathways for this framework at level 5

Pathway 1:	Human Resource Management

Level 5, Pathway 1: Human Resource Management

Description of this pathway

Level 5, Pathway 1: Human Resource Management

Total minimum credit value for this pathway is **90** credits:

• CIPD Level 5 Diploma in Applied Human Resources (QCF) – 90 credits

Entry requirements for this pathway in addition to the framework entry requirements

The CIPD Level 5 Diploma in Applied Human Resources requires that learners are a minimum of 18 years old. This requirement has been put in place due to the level of maturity required to manage sensitive HR issues. There are no other additional requirements.

Job title(s)	Job role(s)
HR Executive; HR Officer; Assistant HR Manager; Assistant HR Advisor	HR professionals contribute to delivering generalist or specialist HR services including resourcing, reward, employment relations, organisational performance, and learning and development. They provide advice on HR issues, and support the development and implementation of HR policy and change.

Qualifications

Competence qualifications available to this pathway

N/A

Knowledge qualifications available to this pathway

N/A

Combined qualifications available to this pathway

B1 - B1 – CIPD Level 5 Diploma in Applied Human Resources (QCF)					
No.	**Ref no.**	**Awarding organisation**	**Credit value**	**Guided learning hours**	**UCAS points value**
B1a	601/1943/3	Chartered Institute of Personnel and Development (CIPD)	90	450	N/A

Relationship between competence and knowledge qualifications

B1a provides both the underpinning knowledge and the competence element for this pathway.

Learners must complete a minimum of 90 credits. Learners must complete all core mandatory units to a total of 26 credits. Learners must also complete optional units to a minimum of 64 credits, made up from a minimum of 24 credits from group A optional units and a minimum of 40 credits from group B optional units. It is strongly recommended that learners select corresponding knowledge and applied units from optional unit groups A and B.

The combined qualification includes both competence and knowledge units. The split between knowledge and competence units is shown below:

Mandatory Units:

A/504/1195 - Developing Professional Practice in Human Resources (competence unit - 8 credits)

F/504/1196 - Understanding the Business Context of Human Resources (knowledge unit - 4 credits)

J/504/1197 - Using a Research Approach in Human Resources (competence unit - 4 credits)

L/504/1198 - Understanding the Contemporary Human Resources Function (knowledge unit - 4 credits)

R/504/1199 - Understanding Employment Law (knowledge unit - 6 credits)

Optional Group A Units (knowledge units; minimum of 24 credits from group A)

A/504/1200 - Understanding Resourcing and Talent Planning (knowledge unit - 4 credits)

F/504/1201 - Understanding Reward Management (knowledge unit - 4 credits)

J/504/1202 - Understanding the Link between Individual and Organisational Performance (knowledge unit - 4 credits)

L/504/1203 - Understanding Employee Engagement (knowledge unit - 4 credits)

R/504/1204 - Understanding the Management of Employment Relations (knowledge unit - 4 credits)

Y/504/1205 - Understanding Contemporary Human Resource Development (knowledge unit - 4 credits)

H/504/6729 - Understanding Coaching and Mentoring in the Organisation (knowledge unit - 4 credits)

J/505/7044 - Understanding the Management of Change (knowledge unit - 4 credits)

Optional Group B Units (competence units; minimum of 40 credits from group B)

D/504/1206 - Contributing to Resourcing and Talent Planning in the Organisation (competence unit - 8 credits)

H/504/1207 - Contributing to Reward Management in the Organisation (competence unit - 8 credits)

K/504/1208 - Contributing to Improving Organisational Performance (competence unit - 8 credits)

M/504/1209 - Contributing to Employee Engagement in the Organisation (competence unit - 8 credits)

H/504/1210 - Contributing to the Management of Employee Relations in the Organisation (competence unit - 8 credits)

K/504/1211 - Contributing to Human Resource Development in the Organisation (competence unit - 8 credits)

Y/504/6730 - Contributing to Coaching and Mentoring in the Organisation (competence unit - 8 credits)

F/505/7043 - Contributing to the Management of Change (competence unit - 8 credits)

Please note that, where the knowledge and competence elements are combined and accredited as a single integrated qualification, the two elements must be separately identified and separately assessed.

As part of the evidence requirements for Apprenticeship Completion certification, a copy of a completed, current Apprentice Declaration and Authorisation form must be uploaded to ACE (http://acecerts.co.uk).

Transferable skills (England)

Functional Skills / GCSE (with enhanced functional content) and Key Skills (England)

Apprentices must complete or have completed one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications listed below in order to successfully complete their Apprenticeship and this will carry the QCF five credit values. If they do not have these qualifications as part of their evidence an Apprenticeship certificate cannot be awarded.

English	Minimum level or grade	Credit value
Functional Skills qualification in English	N/A	N/A
GCSE qualification in English (with enhanced functional content)	N/A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Mathematics	Minimum level or grade	Credit value
Functional Skills qualification in Mathematics	N/A	N/A
GCSE qualification (with enhanced functional content) in Mathematics	N/A	N/A

* *achieved before September 2012 and within the 5 years immediately prior to starting an Apprenticeship.*

** *achieved before September 2012, otherwise at any time prior to starting the Apprenticeship.*

Inclusion of Information and Communications Technology (ICT)

N/A

Progression routes into and from this pathway

Progression into the Higher Apprenticeship in HR Management may be from a wide number of routes due to the varying backgrounds and past academic and work-related experiences of apprentices.

Progression routes into the Higher Apprenticeship in Human Resource Management at Level 5:

- an Advanced Apprenticeship in Business and Administration or Management;
- a Higher Apprenticeship in Professional Administration or Management;
- QCF Awards, Certificates or Diplomas in HR or Business-related areas;
- GCSEs;
- A levels or equivalent qualifications;
- previous CIPD qualifications, such as the Level 3 Foundation Certificate or Diploma in Human Resources Practice.

Progression routes from the Higher Apprenticeship in Human Resource Management at Level 5:

- undergraduate and post graduate degrees in HR Management or Business-related areas;
- CIPD Level 7 Advanced Diploma in Human Resource Management;
- HR manager/advisor roles, either as generalists or specialists;
- Chartered membership of the Chartered Institute of Personnel and Development (CIPD).

UCAS points for this pathway: N/A

Employee rights and responsibilities

The Employee Rights and Responsibilities (ERR) component of the apprenticeship is embedded within four units of CIPD's Level 5 Diploma in Applied Human Resources:

- Developing Professional Practice in HR
- Understanding the Business Context of HR
- Understanding the Contemporary HR Function
- Understanding Employment Law.

Learners who have completed the CIPD Level 5 Diploma in Applied Human Resources will have automatically covered the ERR requirements.

Evidence of achievement of ERR

There is no longer a requirement to evidence ERR completion when claiming the apprenticeship certificate. However, we do recommend that an internal record of ERR achievement is kept.

The 9 ERR national outcomes are listed below:

1. knows and understands the range of employer and employee statutory rights and responsibilities under Employment Law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and Health & Safety legislation, together with the responsibilities and duties of employers
2. knows and understands the procedures and documentation in their organisation which recognise and protect their relationship with their employer. Health & Safety and Equality & Diversity training must be an integral part of the apprentice's learning programme
3. knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. understands the role played by their occupation within their organisation and industry
5. has an informed view of the types of career pathways that are open to them
6. knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. knows where and how to get information and advice on their industry, occupation, training and career
8. can describe and work within their organisation's principles of conduct and codes of practice
9. recognises and can form a view on issues of public concern that affect their organisation and industry.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

According to the Office for National Statistics, more than two-thirds of the UK's human resource professionals are female, and just under one-third are male. No current data is available to indicate an imbalance (or otherwise) of employees from minority backgrounds or with disabilities.

CIPD is working to address perceptions that HR is a female occupation by showcasing the careers of HR professionals from a variety of backgrounds. This approach will continue with the promotion of the higher apprenticeship.

HR is increasingly becoming a graduate career. The higher apprenticeship will open up a new route into the profession for talented individuals who do not want to go to university but want to pursue a professional career in HR.

Entry conditions to this framework do not discriminate against any individuals, with the framework being open and accessible to all potential apprentices. Mentoring is also promoted within the apprenticeship to provide additional support and increase the chances of apprentices staying. Training providers and employers must also comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to and promotion within, the profession, using the protected characteristics of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- gender
- sexual orientation.

Download the guidance on the Equality Act here.

Skills CFA will monitor take-up and achievement of all apprenticeships and will take steps to address any barriers to take-up and achievement.

On and off the job guided learning (England)

Total GLH for each pathway

GLH does not apply to this higher apprenticeship framework.

Minimum off-the-job guided learning hours

N/A

How this requirement will be met

N/A

Minimum on-the-job guided learning hours

N/A

How this requirement will be met

N/A

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

Although achievement of Personal Learning and Thinking Skills (PLTS) is no longer a framework requirement, all 6 PLTS are automatically covered through completion of the CIPD Level 5 Diploma in Applied Human Resources. The PLTS have been mapped to the mandatory units of the qualification to demonstrate where these skills are likely to naturally occur. There is no longer a requirement to evidence PLTS completion when claiming the apprenticeship certificate. However, we do recommend that an internal record of PLTS achievement is kept.

Creative thinking

People think creatively by generating and exploring ideas. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Creative Thinking skills encompass:

- generating ideas and exploring possibilities
- asking questions to extend thinking
- connecting own and others' ideas and experiences in inventive ways
- questioning own and others' assumptions
- trying out alternatives or new solutions and following ideas through
- adapting ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They make informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Independent Enquiry skills encompass:

- identifying questions to answer and problems to resolve
- planning and carrying out research, appreciating the consequences of decisions
- exploring issues, events or problems from different perspectives
- analysing and evaluating information, judging its relevance and value
- considering the influence of circumstances, beliefs and feelings on decisions and events
- supporting conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Reflective Learning skills encompass:

- assessing yourself and others, identifying opportunities and achievements
- setting goals with success criteria for your personal development and work
- reviewing progress, acting on the outcomes
- inviting feedback and dealing positively with praise, setbacks and criticism
- evaluating experiences and learning to inform your future progress
- communicating your learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Team Working skills encompass:

- collaborating with others to work towards common goals
- reaching agreements, managing discussions to achieve results
- adapting behaviour to suit different roles and situations, including leadership roles
- showing fairness and consideration to others
- taking responsibility, showing confidence in yourself and your contribution
- providing constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Self Management skills encompass:

- seeking out challenges or new responsibilities and showing flexibility when priorities change
- working towards goals, showing initiative, commitment and perseverance
- organising time and resources, prioritising actions

- anticipating, taking and managing risks
- dealing with competing pressures, including personal and work-related demands
- responding positively to change, seeking advice and support when needed
- managing your emotions and building and maintaining relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Effective Participation skills encompass:

- discussing issues of concern, seeking resolution where needed
- presenting a persuasive case for action
- proposing practical ways forward, breaking these down into manageable steps
- identifying improvements that would benefit others as well yourself
- trying to influence others, negotiating and balancing diverse views to reach workable solutions
- acting as an advocate for views and beliefs that may differ from your own.

Additional employer requirements

There are no additional employer requirements.

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For more information visit
www.afo.sscalliance.org